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Committees, College Move to Implement Changes

Tomorrow is Nov. 15, the target date originally set for specific action on the resolutions for change at Wellesley that were presented at the All-College meeting of Oct. 15 and ratified by a majority of the student body.

To date the following action has been taken:

Recruitment—Miss Jean Burnette, who began work in mid-October as full-time black recruiter has contacted black community leaders and alumnae groups. She has already begun to recruit in the Boston area and is preparing a special brochure. The All-College Fund Drive to send members of Ellins to various parts of the country at Thanksgiving has so far netted \$3,916.82 with \$171,000 in pledges.

Summer Program—Representatives of the MIT and Wellesley Upward Bound programs (Dr. Louis Menand, Mike Efron, Mrs. Eliza-

beth Conant) were in Washington yesterday to talk with OEO officials about a jointly-sponsored educational and residential program on the Wellesley campus next summer. Although funds are not granted until February or March, the OEO can give an idea of the proposal's hope of success.

Scholarship Work—The Committee on Scholarships meets Nov. 20 to consider a student committee's proposal that scholarship work be optional. The plan is that those students choosing not to do the work would have \$225 deducted from their scholarships. Jobs left available would be open to all students on a paid basis through the placement office.

Admissions—The Board of Admissions has issued a statement on the "uniquely qualified student" and has asked Academic Council to allow two student members on the Board in a policy-making capacity.

The student admissions committee is working on a revised admissions form. The committee talked today to the office interviewers and will meet tomorrow with the entire Board. The Board of Admissions plans to admit 25 "uniquely qualified" students in the class of 1973.

Finance—The senior economics seminar with Mrs. Carolyn Bell, professor of economics, is investigating the College's investment policy, income, and expenditures. Several members met yesterday with Robert Schmelder, business manager.

In addition to these definite actions, student committees are now considering the other resolutions.

Publicity—A Student Press Board, which will work with the Publicity Office, is preparing to send releases about Wellesley in national newspapers. The student committee is also investigating the

"Wellesley Image" in the catalogue, freshman handbook and admissions pamphlets. They also hope to work with the alumnae magazine.

Student Participation—A student committee is considering a plan for a community government in which those affected by a decision will help make the decision. A motion before Academic Council that ten students be admitted to discussions has been tabled. Three members each from the trustees, students, faculty, and administration have been selected for the Structural Revision Committee, which will hold its first meeting next week.

Curriculum—Two standing committees, the Student Education Committee and the recently-formed Educational Policy Committee, are investigating cross-registration, independent study, leaves of absence and credit from other institutions. SSK is also working on re-

vising the College catalogue and course evaluation sheets. Academic Council has passed a pass-fall resolution. (see editorial p. 2)

Administrative Personnel—The May 8 Committee is discussing possible functions for a black administrator—working with department chairmen in the recruitment of black professors, working with the Martin Luther King Committee, helping coordinate the Afro-American Studies major.

Chairmen of the Senate-appointed student committees are: Admissions, Debby Hall '70; Recruitment, Tina Jameson '70; Curriculum, Linda Baron '70 and Leah Oils '70; Finance, Nonna Noto '69; Scholarship Work, Chandra Green '71; Student Participation, Susie Nelson '70; Administrative Personnel, Francie Taylor '70; Summer Program, Judy Wagner '69 and Wendy Judge '69; Publicity, Lillian Miller '69 and Gail Richardson '71.

WELLESLEY NEWS

Vol. LXII

WELLESLEY, MASS., NOVEMBER 14, 1968

No. 10

Vietnam Fast Ends Tonight, Stresses Personal Decision

"Some of us have found it a meaningful experience in that it helped us to define our beliefs—maybe to become more aware of what we weren't defining. In that way I think it really helped us teach in her own way) to find more of a feeling of personal peace."

Bonnie Snow '69 in these words evaluated her participation in last spring's fast for peace. Bonnie is one of the organizers of the Wellesley fast for peace in Vietnam which ends at midnight tonight.

Determining Commitments

Sixty-four students have eaten no solid food since midnight last Sunday. Bonnie, Margaret Avery '69, and Nancy Ross '69, initiators of the fast, "hoped that participants would use these four days to re-assess their positions on the Vietnam War, to determine the nature of their commitments to peace, and to decide how best to act on these commitments."

Individual fasters have expressed varied personal reasons for joining this kind of demonstration. Explained one sophomore, "I'm really interested in Biafro and Vietnam. I'd know a lot more what it's like if I starved."

Some fasters are writing letters

to their hometown newspapers or to President-Elect Nixon. Some are reading books relating to the war. Most have spent considerable amounts of time talking with fellow fasters and with non-fasters.

Margie Bogner '71 said, "Monday evening three of us had been sitting in the common room during dinner. Six girls who had just been to dinner came up to us. We started talking about Vietnam because we had been defending our reasons for fasting."

"It became apparent that we had formulated our opinions because of the fast. It made it all seem real to us. The important thing is that it didn't just affect us—it affected girls who were not fasting."

The Publicity Office released information on the fast to the local press and wire services last Monday. Commented Margaret Avery, "I think the degree of coverage has been surprisingly good, rather impressive."

MIT Sanctuary Ends Quietly

by Peggy Macdewicz '72

The peaceful arrest of AWOL private Michael O'Connor early last Sunday morning broke up the 12-day sanctuary in the MIT Student Center. Yet members of the now dispersed community hope that anti-war sentiment aroused by the event will advance the cause of resistance on campus.

According to Jerry Stein and Abe Igelseld, both MIT students, the very nature of the sanctuary began to change less than a week after the arrival of O'Connor. "We discussed what we would do if the police didn't come," they explained. "We wanted to get out of a crisis atmosphere." As a result of a vote taken the following Monday, the community removed its blankets from the Sala de Puerto Rico and migrated up to the fourth floor of the Student Union. Students felt that the success of the sanctuary no longer depended upon publicity and sympathy resulting from the inevitable "bust".

Anxiety Mounts

Last Thursday afternoon, changes in the atmosphere of the fourth floor stronghold became apparent. Only about 25 students populated the rooms and corridors; other supporters had returned to classes. One student complained,

"It's become too much of a hassle. You have to fight for food." A small band of Resistance members surrounded O'Connor who seemed tense and unsure. He had expected the federal authorities to apprehend him on the night before the election, an event which would have diverted attention from the arrest. Mike has been AWOL long enough to risk a chance of desertion. However, the MIT Resistance Group had set up a communications headquarters which revealed Mike's whereabouts to any federal, military, or civil authority in an attempt to avoid the desertion charge.

After leaving the sanctuary on Friday to consult an MIT physician in Arlington, Mike learned that the authorities were threatening to arrest him at the doctor's home. He then returned to the sanctuary, where he remained until Sunday morning. At 7 a.m. Armed Forces Police, accompanied by a member of the Campus Patrol, invaded the fourth floor. They arrested O'Connor and drove him to Fort Devens in Ayer, where he is being held in "pretrial confinement." An investigation will precede his trial.

Widespread Support

The sanctuary experience has

Barn Casts Area Students for Marat-Sade

Castings for the Wellesley College Theatre production of Peter Weiss' MARAT/SADE has been announced by director Paul R. Barstow, after auditions involving more actors than have ever previously tried-out for a production here. Newly West '71 will play the role of Charlotte Corday, and Page 'Jillbatt '72 will net Simonne Evrard. The title roles will be created by Richard Silberg, Harvard graduate and author of *The Revolution of the People*, as Jean Paul Marat, and Stan Bowker, Boston College graduate student, as the Marquis de Sade. Mr. Silberg acted in house shows, in the Experimental Theatre and on the main stage at the

Loeb, and has done summer stock with the Barn Theatre in Augusta, Michigan, the Agassiz Players and the Poet's Theatre in Cambridge; he also appeared in last year's Boston production of *Blot*. Mr. Bowker has worked with the Theatre-on-the-Wharf, the Tempo Theatre and the Regis College theatre in addition to many productions with the Boston College Theatre.

Tufts University supplies sophomore Allan Present as the Herakles. Mr. Present has done stock with the Mirror Players of Wilmington, Vermont. Duperré will be played by Edward D'Amata of Boston University who, in addition to his work there, has appeared with the Weston Summer Playhouse, the Theatre at Seven Springs and WGBH — Channel 2. Composer Albert T. Ferris, Jr. of Boston will personate M. Coulmier, Director of the Asylum at Charenton, where the play is performed by the inmates. He has worked on musicals with the Arlington Friends of the Drama and the Belmont Community Theatre. Michael D. Margolis, Keen State College graduate now with the New England Merchants National Bank, will act the defrocked cleric Jacques Roux. Male-Nurse Guards are James F. Buckley, Boston College alumnus now an alcoholism rehabilitation counselor, Ted Hodgen, Jr., student with the Northeast Broadcasting School, John Richardson, senior philosophy major at Northeastern University, and Jerome Neiman Gould, sophomore in Public Com-

(Continued on page 8)

Alumnae Spearhead Scholarship Drive

In response to growing interest on the part of various alumnae groups, particularly the class of 1956, the College is working with interested groups to establish the Coretta Scott King Scholarship Fund, which will provide scholarship aid for uniquely qualified students.

While the details of the fund are still to be determined, the present plans are to establish a common fund to provide assistance for minority group students to which any group or individual may

contribute.

Mrs. Madeleine Bass '56 will head the sponsoring committee which will meet in the near future to further organize the fund and the solicitation program. Soliciting will take place in January or February in order not to coincide with other drives. At that time, donors will be asked to contribute "a special gift for a special purpose."

Mrs. Bass has already obtained permission from Mrs. Martin Luther King, Jr., to name the fund in her honor.

JUNIOR CLASS OFFICERS
President: Debby Hall
Vice-President: Anne Wallace
Sec. Treas.: Martha MacDonald
Court Reps: Wendy D. Nelson
Ellen Hazlehurst

Dorm Reps:
Bates—Diane Rowland
Beebe—Kathy Schall
Cazenove—Candy Clarke
Clafflin—Carol Sanger
Davis—Louise Peters
Freeman—Ricki Glasburg
McAfee—Nona Olson
Pom—Cheryl Mundth
Munger—Marion Veenstra
Severance—Ellen Segat
Shafer—Allison Parker
Stone—Debbie Hudson
Tower Court—Susan Cox

Pass-ification

Academic Council last week passed point one of Mr. Loehlin's pass-not pass proposal:

Every student shall take at least 28 of the 32 units required for graduation for a letter grade, or for a Pass-Not Pass grade if a course is offered only on a Pass-Not Pass basis. The additional units may be taken for a grade of Pass or Not Pass if the student so desires, with only one restriction — not more than one-half the units taken by the student in any one term may be for a Pass-Not Pass grade.

Council voted to table points two and three:

2. At the time grades are submitted to the recorder, each P or NP grade will be accompanied by a statement from the instructor as to whether or not in his opinion the student's performance in the course was in the proper academic spirit.

3. Any student who so desires may, up to the middle of her junior year, request to take a minimum of 10 additional units under the P-NP system. The request will automatically be granted and continue in force as long as not more than 1/4 of her P-NP units (up to a maximum of three) have received a negative evaluation from her instructors.

Also tabled were parts D, E, and F of the original proposals of the Pass-Not Pass Committee:

D. We recommend that the exact definition of a NP grade be understood to include other criteria besides strict grade average. If a student has put no effort into the course, it should be possible to give her a NP even though her written work would have been barely passable.

E. We recommend that with department permission instructors may specify that their course may not be taken on a P-NP basis.

The committee felt that this would provide for those who were outspoken in their opposition to the whole idea of P-NP as well as those who approved of the principle but who felt that some of their courses were less suited to P-NP than other courses. Hopefully those who are most opposed to P-NP will thus be spared the necessity of having to offer courses on such a basis and therefore the student should feel less intimidation.

F. Because of the disadvantage that applicants to graduate school may encounter if they take P-NP in their field of future graduate work, we recommend that class deans and student advisers make a strenuous effort to appraise the student of the risks of having P-NP on her transcript. A large number of P-NP courses may also eliminate the possibility of doing honors work at Wellesley. Even though some students never seem to heed or absorb advice, we feel that strong advice is preferable to legislation on this matter.

What philosophy of non-graded education underlies both the passed and tabled proposals?

Pass-not pass units are once again to be limited—not according to individual needs and priorities—but by an unresponsive ruling from above.

What about a student who would like to take more than four but less than 14 pass-not pass units? What about the student who rejects graduate school at the end of her junior year and wants a senior year free from conditioned terrors of grading? What about a student who would like to set apart one term for an independent project—drawing on her other courses, but not subjecting herself to their grade-oriented demands?

Wellesley is refusing even to experiment with an arrangement which would allow the individual to decide, with reference to her particular graduate and undergraduate goals, how many pass-not pass units to elect. News again proposes the total optional alternative. We request that this plan be tested for a term or with one class. Only in this way can the College evaluate the much-debated "sloughing-off" and infra-course flexibility of unlimited pass-not pass.

We sense a disturbing make-the-student-learn-by-competing-for-grades philosophy behind Council's actions on the pass-not pass issue. The unnecessary closing comment of part F above betrays a paternalistic attitude out of place in an educational institution committed to "maturing independence" (Wellesley catalogue, p. 23). The "other criteria" and "proper academic spirit" clauses of part D and point two imply that to pass one must perform at some unspecified above-passing level.

We have always believed that one important factor of "proper academic spirit" is mutual trust and respect between teacher and student. Can Academic Council claim that their pass-not pass proposals embody this spirit?

Bravo!

"Presented for members of the Wellesley College Community by the Wilson Lecture Fund" reads a line at the bottom of the program for Edward Villella and Patricia McBride's performance of the *Apollo* tomorrow. The Uday Shankar Dancers and Musicians' performance last month was "made possible by the Marjorie Copland Baum Fund," and the New York Pro-Musica will present the *Play of Herod* next month under the Rebecca Bacharach Treves Memorial Fund.

Most members of the College community are aware that they can attend a number of lectures and cultural events free of charge. Few, however, realize that the College now offers more free cultural events than any other place in the world. (See story p. 3).

Nineteen different lecture funds, of varying sizes and purposes, support not only all-college events, but department and classroom lectures.

Funds alone, however, are not enough. Credit for the efficient scheduling of activities and for the competent handling of the many details necessary to organize a program belong to Miss Jean Glasscock, coordinator of special events. Responsibility for choosing programs lies with the Lecture Policy Committee, composed of four faculty members and *ex officio* Miss Glasscock and Miss Phyllis Fleming, dean of the college. This committee responds to the community; it initiates some programs but more frequently acts upon the requests of departments and seeks advice from three student consultants. This year, upon the request of the committee, the student consultants chose Saul Alinsky, executive director of the Industrial Areas' Foundation to deliver a Wilson Lecture during the January reading period. Alinsky will join men like Averell Harriman, Zbigniew Brzezinski, Julian Bream, Alan Tate, and Richard Lattimore who are no longer just names for members of the College community.

Raison d'Etre

To the Editor:

Regarding the article in last week's News, "Curriculum Committee Seeks Student Opinion," which discussed the committee's concerns and problems, we students and the Educational Policy Committee are also afraid that "duplication - of - committees - may - cause - confusion - in - constructive change - of - the - college."

We do not intend to become "a disorganized and virtually functionless organization," however.

We have "started enthusiastically," meeting twice since our election two weeks ago to discuss specific ideas and priorities; we're now tackling the difficult problem of defining an educational philosophy to underlie change.

We are waiting, still enthusiastically, for Academic Council to name the faculty members of the committee.

We welcome "streamlining to eliminate bureaucratic obstruction," an Academic Council's Committee on Committees is now planning, but it seems somewhat ironic that a Committee on Committees is talking about streamlining the first legitimate student-faculty committee set up for dialogue on curriculum. We do not intend to be streamlined out of existence.

Leah Otis '70
Joan Entmacher '70
Joanna Lawless '71

Freshmen

To the Editor:

In a move for increased efficiency and coordination of related interests, the Freshman Week Committee and Acquaintanceship Committee have decided to merge. In previous years a Freshman Week Chairman has been chosen at the time of VII Junior selection. She in turn would pick her committee. This committee consisted of a Head of Ask-Mes, Head of Open House, Head of Big Sisters, and Editors and Business Managers of the Freshman Handbook and Portrait Directory. This core of people would then work closely with the Administration and the VII Juniors in planning and scheduling the first week of Wellesley for their Little Sister class. In the past this Freshman Week Committee has been an amorphous group, not belonging to Senate or to the Administration, operating somewhere in between without a budget.

The Acquaintanceship Committee has been responsible for pre-freshman until the day they register. One Co-Chairman, the nominal head of Campus Guides, has been responsible for arranging campus hosts for registered applicants who wish to spend the night on campus and attend classes. The second Co-Chairman has previously been working with the Admissions Office, an area which has recently been subsumed by the new Senate committees on Admissions and Recruitment.

Thus we propose these two committees, Freshman Week and Acquaintanceship be recognized under Senate and thereby eligible for a budget. We propose a Co-Chairman structure. One chairman would be selected from Freshman self-nominees by the Senior Vice-President of Senate in the spring. This girl would be primarily responsible for pre-freshman programs. The second chairman would be selected from Sophomore self-nominees before Thanksgiving and be primarily responsible for Freshman Week. These two chairmen, working closely together, could initiate a cohesive centralized program.

The advantages of this arrangement are many. The staggered selection of chairmen prevents a slack time when no one is familiar with procedure and channels. Beginning work on Freshman Week in November allows for more originality and freedom in the schedule, handbook and big sister program all areas which have followed a basically struc-

tured pattern because of lack of time. This organization could involve Ask-Mes the entire year. There are many possibilities for Campus Guides, Ask-Mes, and/or some new combination of the two. The advantage of being a budgeted, defined organization is immeasurable to both present committees.

Now that the basic structure and function has been outlined, it is time to select a chairman to be responsible for Freshman Week and to work with Sue Henke and Peg Darger, the present co-chairmen of the old Acquaintanceship Committee. The job is a year-round one and will involve initial groundwork this year. The old Freshman Week Committee, however, is eager to help and advise. Please fill them out if you are interested and return them to me in Cazenove by Thurs., Nov. 21. If anyone has any questions or ideas please do not hesitate to call me!

Sincerely,
Dehby Hall—Caz
Chairman of Freshman

Dean Power

To the editor:

In last week's News there was a letter signed by students identifying themselves as members of the Student Committee on Educational Exchange which contained the following sentence: "We submitted proposals to explore the possibilities of educational exchanges which are presently being considered by the deans." This statement suggests a misunderstanding of the responsibilities and functions of the deans.

The deans do not have legislative powers. They are administrative officers who implement policies established by the committees of the Academic Council who share with other members of the faculty and with students the opportunity to suggest changes in legislation to appropriate committees. Mrs. Chaplin, Dean of the class of 1971, will submit to the Administrative Board the proposals submitted to her by members of the class of 1971.

Mrs. Joan Melvin
Dean of Students

Faculty Facts

To the Editor:

In its Oct. 17 issue News printed an editorial which declared that for the past three years students have been "begging" for educational reforms at Wellesley, and that faculty response has been "negligible." In thus distorting the record, News has done a serious disservice to this community, antagonizing faculty members who know how false this accusation is and misleading students who were never in a position to know.

Three years ago Wellesley experimented with a new and very different curriculum in an effort to try out several unorthodox approaches to educational problems. It was soon clear to many faculty members that changes were needed, and the minutes of Academic Council and of Curriculum Committee (among others) show that most of the proposals espoused by News in 1965-66 were already under discussion in faculty commit-

tees. It is also true that many of the student demands during these years originated in faculty complaints to student friends. These facts in no way diminish the importance of student concern; I hope they do however destroy the very false image of students as the sole advocates of educational reform during the past three years.

What has been the fate of the reforms advocated during that period by faculty and students alike? Distribution requirements have been reduced, the science requirements relaxed, and the lecture-course requirement abolished—all in accordance with student-faculty demands. Required courses Bible 104 and English 100 are also no longer required. More one-term introductory courses were requested so that students could experiment more freely without committing themselves to an entire year's work, and nearly all departments now offer such courses. Some eighteen freshman-sophomore colloquia (a faculty idea) exist in five different departments to give students a new kind of introductory experience, and admission to the Honors Program is now open to vastly more students than ever before. The new calendar is an attempt to deal with the eternal problem of academic pressure by matching the pace of learning with the quality of instruction which a student has a right to expect from a given course of a first-rate college. The reading period—which many students and faculty have long desired—is now provided so that the labor of preparing for examinations and final papers is not added to the pressure of keeping up with weekly assignments. The limited pass-fail program is another experiment designed to reconcile widely differing views of the evidence so far available on its effects last year. This list is by no means complete, but I think it clearly demonstrates that faculty response to student (and faculty) demands has been much more than "negligible."

Nor has the students' demand for more participation in educational policy gone unheeded, despite News' frequent assertions to the contrary. Has News already forgotten that nearly half the membership of the Ad Hoc Committee which created the present curriculum consisted of students? Has News forgotten that before reaching its decisions, this committee carefully polled students as well as faculty on the questions at issue and held a series of open meetings where all interested persons could express their views?

It is simply not true that student views were—or are—not heard and carefully weighed. If Academic Council has not always acted in accord with the wishes of the student majority (as it did not on the calendar issue), this was because factors other than current student views were regarded, finally, as having greater weight. If Academic Council has—and does—not act as quickly as News customarily desires, it is because no faculty with any sense of responsibility for the long-term welfare of this institution.

(Continued on page 8)

WELLESLEY NEWS

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Special Funds Provide for Free Cultural Events

by Mary Enterline '70

"No college in the world provides such free cultural opportunities for its faculty and students as Wellesley does," declares Miss Jean Glascock, coordinator of special events. In the last seven years Wellesley has improved from a program that Miss Glascock terms "hot dogs and hamburgers" simply because several alumnae and husbands of alumnae have established large lecture funds.

"The great bulk of College lectures," states Miss Glascock, "are supported by the Wilson Lecture Fund. We try to put labels on the largest lectures, but this fund also supports most classroom and department lectures." The fund was established in 1961 by a bequest of Carolyn Wilson '10 who stipulated that \$330,161 or 40 per cent of her residual estate provide for the Wilson Lecture Fund, that 40 per cent establish a scholarship fund, and that 20 per cent be used toward faculty salaries.

Coordinator Needed

"Until Miss Wilson's bequest, Wellesley had not needed a coordinator of special events," Miss Glascock comments. During World War I, Miss Wilson was a reporter for the Chicago Tribune which sent her to Europe to write special articles on a woman's view of the war. In the 1920's an assignment sent her to the Far East. Fascinated by China, she left the journalistic field for importing and until 1944 she operated the Cathay Shop in Chicago.

Actual Income

"Figure on approximately 5 percent," Miss Glascock states when explaining how much interest from

the funds she has to work with each year. The funds have all grown over the years either because of investment returns as in the case of the Wilson Fund which had reached \$365,324 in June, 1967, or because of additional gifts and bequests.

Since 1961 Wellesley has also been the recipient of two large cultural events funds. In 1962 the friends and family of Marjorie Copland Baum '27 established a memorial fund "to support on the campus special cultural events such as art exhibits, musical performances, professional theatrical or dance performances." The fund's original principal was \$6,306 but since then has increased to \$24,770. Interest from the fund has not been used yet so that the principal could grow.

Special Gifts

In the meantime her husband, Alvin H. Baum, has made special gifts to the College to make possible such events as The Play of Daniel last year and the Ulay Shankar Dancers and Musicians last week.

In 1964 Dr. Norman K. Treves, a renowned cancer surgeon, bequeathed \$125,000 for the Treves Baehrach Treves Memorial Fund in memory of his wife, a member of the Class of 1921. The principal has since grown to \$175,000, and the fund has brought to campus such people as Julian Bream and the Warsaw Chamber Society last year, and will bring the New York Pro-Musica and the Play of Herod in December.

New Funds

Two smaller funds have been established this year. The first Helen Wendler Deane Lecture will be

given this spring as the result of a fund in memory of Helen Deane '38 (Mrs. George F. Markham, a former professor of anatomy at Albert Einstein College of Medicine at Yeshiva University.) The fund should provide "an annual lecture by an outstanding biologist on a subject of current importance."

"Wellesley's little sister in the second new fund, established by Eleanor D. Mayer '35 and Malvin J. Mayer, MIT '33," comments Miss Glascock. This lectureship will "bring distinguished lecturers in the life sciences to MIT for the particular benefit of students, faculty, and staff of MIT and Wellesley College."

Pre-Wilson

Before Miss Wilson established her lectureships, Wellesley had only one lecture fund, the Annette Finnigan Endowment Fund, which was not limited to a specified area. Miss Finnigan '94 of Houston, Texas, bequeathed \$25,000 for special lectures by visiting scholars in 1942. Since then the fund has grown to \$33,275.

Wellesley has thirteen other specialized funds. Among the largest of these is the Mayling Soong Foundation established by friends and classmates of Mayling Soong '17 (Maimie Chiang Kai-Shek) on the 25th anniversary of her graduation and dedicated to the cultivation "of a greater knowledge of the Orient and an increased understanding between the East and the West." About \$29,000 was raised initially, but by June, 1967, the fund had reached \$54,222.

Symposium Scheduled

In 1956 Miss Barnette Miller,

a specialist on the Near East who taught at Wellesley for 23 years, left \$103,500 "to assist at Wellesley the study of international relations both from a contemporary and a historical view." This fund, which has grown to \$154,512, will support a Symposium on Europe on

April 2, 1969.

Some of the smaller funds, according to Miss Glascock, no longer yield enough income to support yearly lectures now that the ordinary lecture fee for a scholar is \$100 in addition to transportation and hospitality costs.

Wellesley To Screen Film On "Prejudice"

Since the presentation of LeRoi Jones' The Slave last spring, there has been little discussion on racial attitudes at Wellesley High School.

To confront their classmates with the question of prejudice, several students are planning a series of programs on racism. For the past month they have been meeting, under the direction of Stephen Lomlon, assistant professor of sociology, and next week they will show the film "Where Is Prejudice?" during free periods at the high school. The following week students will meet to discuss issues raised by the film.

On the Screen

Where Is Prejudice? was shown extensively in the Boston area last year by the National Educational Television Network. Mr. Lomlon feels that it is effective in presenting racial prejudices. "It forces one to become introspective and to come to grips with this issue," he commented.

The movie focuses on a group of liberally-minded black and white college students of various religious faiths. As they explore racial attitudes, their own prejudices begin to color their statements. The discussion gradually grows into a heated debate. A seemingly open-minded student becomes a religious fanatic. The students themselves are frightened by the violence of their reactions.

The film will be shown on campus next week, as well as at the high school. Both College students and faculty are needed to lead the discussion groups at the high school. If interested contact Mr. Lomlon.

Concert to Offer Chamber Music

On Sun., Nov. 17 at 8 pm, the Wellesley College Chamber Music Society will give its first concert of the season, in the Jewett Auditorium. The program includes the Brahms Piano Quintet, opus 34, in F Minor (with Kathy White, '71, Janet Packer and Nancy Mitchell, '70, and Alan Grodzinsky and Barrie Mitchell of MIT); Beethoven's Trio, opus 11, in B-flat Major (with Marg Ulmer, '69, and Leigh Marriner and Becky Hansen, '72); Arensky's Piano Trio, opus 32, in D Minor (with Martha Longwell and Irene Wan, '69, and Wendy Nierenberg, '70); and some Instrumental Music by Frescobaldi (with Virginia Scholl, '69, Mary Lou Casey, '71, and Anne Leslie and Rebecca Gould, '72).

The Chamber Music Society welcomes Corinne Flavin and Isabelle Plaster, who are replacing John Crawford while he is absent on leave. The group is also pleased to count among its performers two students from MIT

BLACK POWER

The Political Science department at Boston College is sponsoring a lecture on "Black Power" by Herbert J. Storing, Associate Professor of Political Science at the University of Chicago, on Thurs., Nov. 14 at 7:15 p.m. in the Murray Cornerstone Room, McElroy Commons Building. Admission is free.

Now Speak Aloud Colleague

by Mrs. Patsy H. Sampson
Assistant Professor of Psychology

This reply to Mr. Lester's two letters to News (Oct. 24 and Oct. 31), is not intended to divert News into a forum for psychological debates. It is, rather, a result of my belief that some of the psychological assumptions by which he legitimates his arguments are in error. It is perhaps appropriate for me, then, as a fellow psychologist, to raise questions regarding the validity of these assumptions, and, as a fellow faculty member, concerned, as he is, with the welfare and future of the College community, to express an alternative approach to the question of social change. My reply is also guided by my very strong belief that it is a beneficial educational experience for students to see that such disagreements do occur among members of the same academic disciplines.

In his first letter, Mr. Lester suggests that current student efforts toward social change on campus have been motivated by "personal problems" or "hangups", and that such student activities as protests and threatened strikes are attempts to "assuage . . . guilt." This is an example of the simple fallacy of reductionism as explanation—social movements cannot be explained solely in terms of such psychological variables as the "hangups" of their participants and/or leaders, and ideas cannot be judged in terms of the personality of the individual who proposes them. We cannot, for example, legitimately reject Freudian theory simply because we may have concluded that Freud was "sexually repressed" or suffered similar "personal problems." We judged his theory, rather, according to objective rational and empirical criteria. The same holds true for the way in which we should judge the ideas regarding change that are now being suggested and discussed on our own campus. I do not know, neither does Mr. Lester know, indeed we can never know for certain what personal motivations may

or may not have played a part in the expression of these particular ideas, nor is it necessary that we have such knowledge in order to judge the merit of the ideas themselves. We must, rather, judge them objectively—as ideas and as factors which may have important effects on our College community and therefore on our personal lives.

Mr. Lester's second letter to News details his proposals for what Wellesley College should be. First, he states that the College should "attract" rather than "recruit" students. Recruitment of students is, of course, no basic change in policy. Wellesley and every other academic institution has always recruited certain kinds of students. The change which has occurred here regards the types of students who will be included in our recruitment efforts. It is precisely because we cannot "attract" particular kinds of students that we must recruit. The question, then, is not whether we recruit, but rather at what kinds of students should we direct or recruitment efforts—the daughters of "Wellesley families," Graduates of the "right" preparatory schools? Students with the highest examination scores? Black students? The "uniquely qualified" students? Etc., etc. And the further question is, of course, whether we shall concern ourselves with the kinds of discrimination which any recruitment or selection procedure may entail. Wellesley College has developed, whether intentionally or not, an image as a certain kind of school, an image that we know is a very powerful variable in determining the kinds of applicants we will "attract." Do we want to change that image? If so, in what ways? And what are the most effective means to bring about these changes? The black Wellesley students who worked on recruitment this summer offer a much more viable alternative to

change than does the suggestion that we simply sit back and "attract."

In both his letters, Mr. Lester suggests that the College psychiatrist be replaced, especially by clinical psychologists or psychological counselors, because, he says, there is so much "stigma" attached to seeing a psychiatrist in our society. I have seen no evidence that there is any significant difference either way in the amount of stigma attached to using the services of a psychiatrist, as compared with those of a clinical psychologist. It is tragic indeed that such an irrational stigma does exist in some segments of our society toward the utilization of the services of both these professions. However, our psychiatrists have impressed me as being highly competent, dedicated, and held in high esteem by the students who have consulted them; and I do not see that replacing them with clinical psychologists would solve any problem whatsoever. The College chaplain and early assignment of faculty advisors to students seem to be considerably more potential as effective supplements to Wellesley's counseling services.

Related to this point, Mr. Lester says that "The College authorities should advise and guide (but not dictate) students, faculty, and staff on personal matters regarding social and ethical mores (for example, sexual behavior, drugs, etc.)." I cannot take too strong an exception to this statement. I do not, of course, speak for students nor staff, for Mr. Lester nor even for the rest of faculty; but I would be highly offended and quickly resort to legal assistance should the "College authorities" attempt to advise or guide me regarding my "sexual behavior" or related questions of personal conduct. I trust I would not be alone in this reaction.

Finally, Mr. Lester "feels uneasy" regarding his having made suggestions for change—perhaps, he says, there is an important place for the "Older Wellesley," and our efforts should be directed toward preserving, not changing the status quo. I do not know what the "Older Wellesley" means; but if it means a racially segregated, elitist girls' school, I would argue that

(Continued on page 8)

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Wellesley Sets Pace with First Afro-American Major

by Betsy Bowman '71

Wellesley is academically ahead of the game this year with its newly - created interdepartmental major in Afro-American studies. This program is one of the first to be instituted on an undergraduate level in colleges and universities in the East. Many schools offer graduate programs in Afro-American studies, while other schools, including Yale and Cornell, have set up similar undergraduate programs that will probably go into effect next year. But for this year, Wellesley is the leader.

According to the College catalogue, this major "provides opportunity for cross-departmental study of the African background of American Negro culture, of American historical, political, and social institutions, and of the contemporary urban and legal condition of blacks in America." This year 17 courses are offered in the major: three in the history department, three in political science, eight in the sociology department, and one sociology, and one each in economics, religion, and psychology.

The history courses cover modern African history and U.S. history from before 1850 through today. The political science courses include two seminars: "Poverty and the Law" and "Civil Rights Today." Contemporary situations are studied in the sociology courses, "Racial and Ethnic Minorities," "Urban Society," "Black Power and the Civil Rights Movement," and "Urban Social Systems," fall into this classification. The economics department will offer a course second term in ghetto economics. There will also be a psychology seminar next term that centers on the culturally deprived child. In addition to these courses, three of the freshman-sophomore colloquia are directly related to the new major.

The Afro-American studies major at Wellesley need not depend on courses at MIT, but at least four courses offered at MIT this year supplement Wellesley's course offerings.

Faculty Directing Committee

The new major grew from proposals presented to Academic Council last May. The faculty-directing committee for the major created at that time, includes Mrs. Kathryn Preyer, associate professor of history, Mrs. Carolyn Bell, professor of economics, Stephen London, assistant professor in sociology, and Edward Steltner, assistant professor of political science. The committee remains open to suggestions for additional courses within the major. Religion 228, "Race, Religion, and Social Change," for example, was created this year. Mrs. Preyer has commented that the committee is very excited about this year's program and hopes that it will continue to grow.

This year there are two majors in the program, Karyn Taylor and Jenny Bell, both '70. They are enthusiastically pleased with Wellesley's program and encouraged by it. Karyn noted that the entire major is extremely flexible and that each person can stress what she wants. She also remarked that both of the courses she is taking this term, Sociology 204 and 215, are internally very flexible. "By the time I

get through with it all, I will have a good knowledge of the subject," she commented. Karyn also approves of the major's emphasis on both the history and current affairs of blacks in America and Africa. Jenny comments that she is very pleased that Wellesley has started its program while other schools are still only in the "deciding" stage.

Suggestions for the Future

Both Karyn and Jenny hope to see some changes in and additions to the program as it exists now. Jenny sometimes feels that a basic background in Afro-American studies is left out in early education and, as a result, there is little discussion in some of her classes because the material is quite unfamiliar. She suggests a possible 200-level course to be used as an introduction to the major. She also hopes more black teachers will be teaching courses in the major.

Both students look toward some expansion of the present program. Karyn would especially like to see courses in black art and music, as well as psychology courses exam-

ining the Negro mind and its effect on current movements. She also hopes there will be more than one economics course in the major — possibly covering ghetto economics in smaller time periods and separating slave economics from the subject of ghetto economics. In the future, both girls hope the courses will cover some of the topics more deeply. Jenny has also suggested that a course like Sociology—History 315 be retained as a regular course that will examine the black power movement as it changes each year.

"A Good Start"

On the whole both Karyn and Jenny feel that this year's program is a good start that offers plenty of opportunities for independent work. But Jenny also remarked that the courses could be made more "relevant" rather than remaining completely black-oriented. The proposed course, Sociology 345, will attempt this re-orientation by stressing community work in Roxbury and hosting seminar speakers from the black community.

Enthusiastic Cooperation Brings Lowenstein Victory

by Sue Wing '71

It was close to midnight in Carl Hoppi's Baldwin, Long Island restaurant, on Nov. 7, 1968, when Allard K. Lowenstein announced his Congressional victory. Hundreds of his supporters, student "carpetbaggers" and residents of the Fifth Congressional District alike, had gathered there in hopes of a victory party, and they were not disappointed.

Drowning out reports of a close Presidential race as broadcast from four television sets, the crowd filled the hall with chants of "We love Al!" College students and middle-aged suburbanites thrust their hands into the air to proclaim "Victory!" Lowenstein's wife, Jenny, who perhaps had been closest to this campaign, quietly told the crowd, "More than in any recent campaign, I think, all of you should be up here on the stage, and all of us should

be down there clapping for you." Caught up in the excitement of a common effort, the crowd wildly applauded everyone whom their candidate introduced to them that night—cheering for everyone, because, somehow, everyone had won.

Victory was certain even before Election Day. The Saturday before, over 500 student volunteers, coming from as far as Colorado and Indiana, filled the Long Beach storefront headquarters to hear their candidate. Not certain of electoral victory, they nevertheless realized, with Lowenstein, that, "Out of the past year has come a political sophistication... We have been able to offer candidates a program free of old labels. Through with 'pinning tails on donkeys'... we have achieved a new commitment to deal with problems that exist... by means of new solutions."

Not everything was new. Volunteers still had to cope with the triviality of replacing campaign posters which had been torn down during the night; of telephone-cannvassing voters who either weren't at home, wouldn't "divulge," or didn't exist; of "feeling" campaign literature, a euphemism which failed to enhance four-hour sessions of stapling Lowenstein photos to sample ballots. As the candidate once wryly admitted, "Here we see the ritual of New Politics—plunging into one shipping center after another, thus settling up an enormously meaningful dialogue."

Towards Active Dialogue

The concept of "dialogue" was a constant influence on all participants in the Lowenstein campaign—on the high school students from Woodmere who illustrated campaign flyers in front of the Big Apple supermarket; on

the college girls who telephoned from homes in each election precinct to personally remind voters to go to the polls; on volunteers, in each of the Lowenstein storefronts, who arranged babysitting and transportation service for voters who would not be able to reach the polls without it.

A major ingredient in the Lowenstein campaign, door-to-door student canvassing, was itself a process of conversation and personal contact. It was a matter of excluding in the local addresser just why you had traveled all the way from Boston to canvass in forty-degree weather; of discussing Lowenstein's views on school desegregation with the former president of the local school board. Canvassing was sitting down to tea and cookies in a Cedarhurst kitchen and expressing to an executive vice-president and his wife the value of the "liberal viewpoint."

Community Participation

Lowenstein once reminded a group of his student workers, "We've got to find ways of relating our sense of justice to middle class attitudes." Evidently, "ways" were found. Hostesses solicited campaign donations at unquestionably "Establishment" cocktail parties. Prominent local families generously opened their homes and provided much-appreciated steak dinners and soft mattresses for visiting student canvassers. A politically independent anti-war candidate on the Democratic ticket was elected by a traditionally conservative Republican constituency.

Lowenstein storefronts across Nassau County became the scene of active community participation. In Cedarhurst, campaign headquarters for five nearby towns, the constant ringing of six telephones called unpaid Lowenstein employees to action—getting drivers to pick up three canvassers who had finished their routes, find-

ing local families to take care of a husband of students who had just arrived from Boston; contacting lawyers who would volunteer for duty at the polls.

Action and Reaction

College seniors on semester leave gave suburban housewives their Election Day assignments. Beneath a string of bare light-bulbs, workers compiled canvassing lists, counted them into piles of sixty, and stuffed them into well-used shopping bags which read "Lowenstein for Congress" in large blue letters.

An election was being won to the tune of a thousand conversations—on a storefront telephone, over a free lunch of coffee and spice cake, across a wobbly aluminum literature table, behind a wooden partition where storefront managers discussed strategy in an open-ended version of the "smoke-filled room."

Collective and Individual

On Nassau County street corners, in Lowenstein headquarters, at the victory party election night, ethnic, racial, and chronological distances seemed to diminish in the realization of common goals. This feeling of cohesion was personified in the individual personality of Al Lowenstein. Strengthened by the recent memory of community commitment and co-operation, however, it was a feeling which promised not to limit itself to any one individual or to any one campaign.

Near the close of his successful Congressional race, Al Lowenstein once remarked, "This whole thing has been impersonal for a cause. We will feel cheated if you don't make it personal for us." Mr. Lowenstein need not have worried. It seemed that, for each of the thousands who had felt the sense of community and interdependence created by "Lowenstein for Congress," "Lowenstein for Congress" had already become a matter of personal concern.

Recent Faculty Publications Form New Library Exhibit

Recent publications of the Wellesley College faculty are on display in the reference room of the library. The ten publications on display run an impressive gamut of intellectual pursuits.

Mrs. Stanford Anderson, assistant professor of art, writes of "Copies of Pollaiuolo's Battling Nudes" in *Art Quarterly*. "In addition to urging that The Hercules and the Twelve Giants and an engraving of the other half of this composition be considered works of the same decade as Pollaiuolo's *Battle of the Ten Nudes*," the article reads, "I would suggest that they exemplify the rapidity with which Pollaiuolo compositions became popular in Northern Italy."

In September's *American Economic Review*, Mrs. Nelson Bell, professor of economics, explains,

"Sporadic increases in activity of services rendered in municipal government, education, performing arts, restaurants, leisure time activities, labor-intensive goods, do not reflect technological structure, of their own production, but the current technology of consumption."

Marshall Gollmann, professor of economics, asserts in his article in November's *Current History*, "Soviet Economic Reform," that "It is still frustrating for a Russian to look outside his country at progress made elsewhere."

Mrs. Waller E. Houghton, wife of English professor Walter Houghton and associate editor of *The Wellesley Index to Victorian Periodicals*, identifies a famous reviewer of Browning's *Men and Women* in the *Rambler*, as Richard Simpson in her article in *Victorian Newsletter*.

Mrs. Norman Janis, instructor in art, has completed the introduction, notes, and catalogue for a book entitled *Degas: A Critical Study of the Monotypes*. In the *Journal of Developing Areas*, II Jon Rosenbaum, assistant professor of political science, has written a critique of the Brazilian foreign service.

Reviews by Paul H. Santmyre, chaplain and lecturer in religion and biblical studies, and Allan W. Elster, professor of sociology, are also on display. Mr. Santmyre's review of Robert W. Jensen's *A Religion Against Itself* appears in the summer issue of *Dialog*. Mr. Elster reviews Gray F. Swanson's *Religion and regime: A Sociologi-*

cal Account of the Reformation in the *Journal of Health and Social Behavior*.

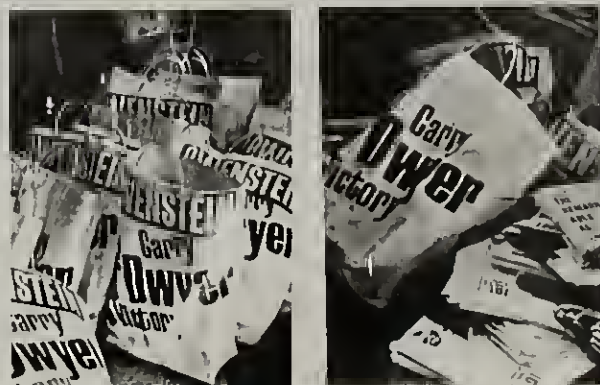
"... we demand, if we value poetic sincerity, that reading a poem be a human as well as an aesthetic experience. In an age when it has become difficult to believe in absolutes, we retain a rapidly to believe in a kind of truth resident in the self; personal integrity remains a clear good," concludes Mrs. Barry Spacks, professor of English in an essay, "In Search of Sincerity" in *College English*. Mrs. Spacks explores the human need to escape in Ibsen's *A Doll House* and Osborne's *Look Back in Anger* in the May issue of *Modern Drama*. In "Salvador Rosa's Demeritus and Umanita Fragilita" in *Art Bulletin*, Richard W. Wallace, assistant professor of art, explains how Rosa's "precociously romantic yearnings for a life of solitude and hermit simplicity" affected his choice of subject matter.

Publications Often Displayed

The library staff encourages faculty to inform them of their publications, which are displayed throughout the year. Faculty members whose articles had been on display earlier this year include Miss Aloha E. Evans, professor of political science; Miss Florence McCulloch, associate professor of French; Rodney Morrison, assistant professor of economics; Alan Schechter, professor of political science; and additional articles by both Mrs. Bell and Mr. Gollmann.

FANTASTIC

There will be a gallery talk in connection with the current exhibition, "The Fantastic in Art," in the Wellesley College Museum on Mon., Nov. 18 at 2 pm. Mrs. Jerome Preston Jr. and Mrs. John D. Kern, both Wellesley alumnae, will speak. Mrs. Preston is an instructor of history and art at Pine Manor Junior College. Mrs. Kern has been a guide at the Pennsylvania Museum of Fine Arts in Philadelphia. The talks, which will last an hour, are being sponsored by the Wellesley College Friends of Art.



Boola-Boola Experience Lifts Co-Educational Hopes

Yale Welcomes Invasion with Open Arms

by Anne Trechlock '70
"Is this Yale... really?" mused an incredulous senior as he encountered the femote mass exodus from a morning lecture in Linsly-Chittenden Hall.

And his was only one of many reactions to the invasion of New Haven by at least 700 girls from 22 eastern colleges who came to co-educate the 267-year-old mole bastion. The girls lived in the residential colleges and the freshman dorms, and were free to attend classes and special events as they wished.

Yalies had worked long and hard to insure the week's success, arranging living accommodations, meals, and cooperation of the faculty and administration. Despite a financial deficit and minor mix-ups, most termed the week a victory for the cause of coeducation.

In addition to the benefits reaped from the presence of girls for a week, the Yale Daily News reported a secret meeting on Thursday of President Kingman Brewster, Jr., with administration and student leaders to discuss the ways and means of coeducation in the near future.

While it was recognized that Coed Week could not accurately simulate a permanent coed situation, many felt that it had value above the fun and enjoyment for those participating. John Beatty '70 drew a parallel to putting a man on the moon: "Going through the motions" shows that you can indeed do it. Bringing coeducation close to home demonstrated the feasibility of its happening now, he felt.

Anti-Mixer Nature
"It shows that students really want coeducation," stated Bruce Mazo '69. Like many, he felt the week had in general avoided the mixer mentality, with guys and girls not "turning on their weekend personalities."

Bill Newman '69 saw value in the change in routine that the week afforded. He saw benefit in "doing things you wouldn't otherwise do during the week, like strolling around talking with girls." He favors coeducation "if it allows each person, boy and girl, to maintain his individuality. One thing Yale does not need is additional social pressure."

A number of Freshmen felt that the upperclassmen were benefiting more from Co-Ed week, with more contact. Upperclassmen, however, felt that freshmen, being closer to a co-ed high school experience, could relate to the girls more easily.

When asked of his expectations for the week, David March '71 replied, "Raw sex and enlightened conversation." He was quick to bemoan that neither goal has been attained. He reiterated the feelings of others who said that classes had been disrupted, not so much

by the presence of girls per se, but by the presence of outsiders.

Although faced with the hardships of moving out of his room for a week, Jim Rosenthal '69 reflected the spirit of another Yale man, Nathan Hale, when he said, "I regret that I have but one room to give for Coed Week." Generally, the Yalies took the inconveniences posed by having a day-time roommate with good cheer.

Many Unaffected
There were comments, too, from those who were not so enthralled by the female invasion. "I didn't expect anything, and that's just what I got," explained Simon Johnson '71, echoing many who felt largely unaffected by Coed Week.

Others considered the week badly timed, with midterms and papers putting a damper on some enthusiasms. "I think anyone who was against coeducation could use this week as evidence for his case," one sophomore declared. He cited decreased class attendance and constant distractions from work during the week.

Segregation "Unreal"
Dialogue during the week of course included the vision of actual year-round coeducation at Yale. Freshmen sensing the need for coeducation saw the "unreal" atmosphere of Yale as fostering escapism and superficiality in relationships. "My ambition now is to get a car to leave here every weekend," stated one.

In asking for co-education, he said, "I don't see any point in making things here different from life." Others felt that they might be bothered by having to compete with girls, and there was fear of the influx of "Radcliffe-compellor-types."

Lambasting the artificiality of the all-male environment, Bruce Mazo said flatly, "I would never let my son go to Yale unless it were coed. Before spending another penny on anything but keeping the place from falling apart, they should coeducate."

Several students expressed fear in the drop in quality of applicants to an all-male Yale, particularly if Princeton consummates plans for coeducation soon. With varying degrees of awareness and concern about the financial implications also came varying predictions for the realization of coeducation. Some suggested next semester; others anticipate real co-education in four or five years.

How To Do It?
Most Yale men seemed to favor a direct coed situation rather than the coordinate college or coordinate cluster arrangements. They had not resolved, however, an important contradiction: while not wanting to increase the size of the university significantly, they were reluctant to reduce the number of men admitted to make places for women.

Vague compromises were offered, such as increasing the class size from 1000 to 1200, with 700 men and 500 women, or retaining 1000 with a 700-300 split.

Use Existing System
Feeling that the casual familiarity engendered by the living conditions of coed week has been valuable, several expressed preference for a system whereby men and women would live on alternate floors in the present college system.

There was considerable concern not to overtax the present resources of the college, and to maintain close faculty-student interchanges that might be jeopardized by a larger enrollment.

While there was mild agreement that Coed Week had been in many ways disruptive, most Yalies and co-eds found it enjoyable and valuable. Many at Yale hope the publicity of the event coupled with the thought it provoked will accelerate the coeducation process which most see as a pleasant inevitability.

Coed Week Offers Informal Contacts

It was Freshman Orientation all over again, but with some livelier aspects. As girls arrived from a variety of northeastern colleges to coeducate Yale last week, they were issued meal cards, given a calendar and course book, shown to their rooms, and then put on their own.

One of the first encounters came upon meeting the boy who had relinquished his room for the week. With hurried minutes in mind, the coeds were descended upon by people with questionnaires for a Coed Week post-mortem.

The week offered a variety of activities, but a majority of time seemed to be spent just talking casually at meals or in the rooms, with men and women relating in a way that is rare in the weekend shuffling situation.

A selected schedule of outstanding lectures had been prepared, with the result that lectures such as Vincent Scully's history of art doubled its size and had to find new quarters. Many girls went to as many classes as possible, while others spent their time in other exploratory activities.

Monday evening's welcoming ceremonies officially opened the week and included an address by Rev. William Shuman Coffin, Jr., and Coed Week organizers. Later that evening, a Justice Fortas film festival screened a series of films that had allegedly been saved from obscenity rulings only by Fortas' vote.

Throughout the week, various colleges staged open houses, informal cocktail parties, discussion groups and films. On election night, coeds and Yalies gathered at a number of locations and held a late-night vigil to see the returns.

Earlier on Tuesday, SDS had sponsored a Yale with Your Feet rally which included a march to all three campaign headquarters, the draft board and the FBI before gathering on the Upper Green to hear local speakers.

Wednesday night featured a series of co-education discussions, including a teach-in with a number of prominent professors in Silliman College. Generally, there was a march and rally for coeducation which ended on President Brewster's lawn.

Thursday brought election post-mortems, and a Yale Political Union meeting with Senators Howard Baker (R, Tenn.) and William Spring (D, Va.). Thursday also saw the debut of "The Hastings," one penny bought admission for coeds in this humble performance by the Yale Dramatic Association.

Erle Anderson and Jim Kveskin appeared on Friday night for the money-raising Coeducation Week Concert. Bogle flicks and other old movies were also part of the fare.

Throughout the week, the profuse Yale singing groups had been in line form with an informal concert of one sort or another nightly. Among these were the Yale Russian Chorus, the Alley Cats, and informal folkings.

The week also offered visits to the Sterling Library, the Art and Architecture Building, the Yale Art Gallery, and the Yale Co-Op.

ENGLISH LECTURE
The English department announces that Professor David Kistone of Rutgers University will give the Sherwood Lecture—"Pastoral in the Poetry of Andrew Marvell"—Mon., Nov. 18 at 4:15 p.m. in the Pope Room. Professor Kistone is the author of a distinguished book on Sidney's poetry, published by the Harvard University Press, and is at work on a new book on the pastoral.

Girls Enjoy Coed Role, Cite Social Conflict

by Pat Nicely '71
"I'll transfer in a minute," said one Wellesley freshman, but another complained, "If you didn't have a 'date' by the weekend, it was all over, so I came home."

These girls reflected just two of the diverse opinions of more than 700 college women from all over the East who spent last week, or part of it, as co-eds at Yale.

Reaction on the whole to Yale's experiment in coeducation was favorable. Whether they attended classes every day or merely "partied all night and slept all day," as a group of Marymount girls described their week, New Haven's temporary co-eds enjoyed their stay.

Comments on Yale ranged from "The food is fantastic; so much better than Wellesley's, and they have a chafect", in Murey Barack '71's opinion that, "Classes and teachers there are so much better than ours."

Better Teachers
"Teachers seem to reach out to students more at Yale," she said. "There is more classroom discussion; students and teachers get more involved. You sit in a room before the class starts and some guys walk in. One of them looks young enough to be a student but no, he's the teacher. Then he says something like, 'How do you feel about this play? Does it hang together?' And there's instant discussion."

A Vassar sophomore said she was "furious" about the famous Vassar-Yale snub. "I guess they prefer trees to intellectual roots," she said. She said Coed Week didn't have that much-dreaded mix-

er atmosphere. "There's a little more verbal exercise, a little less body English."

A Wellesley junior agreed; "Most of the guys I talked to said they'd hold reservations about it being one continuous weekend, but we all decided it wasn't like that at all."

Most people realized, however, that Coed Week did not truly represent what Yale would be like as a Co-ed school. "For one thing," said Marey, "nobody did any work. If we'd been regular students, then we wouldn't have had as much free time to talk and get to know people."

Ten Brothers
But she added that Coed Week gave her the opportunity to meet men in a situation entirely different from anything at Wellesley. "It's so rare here to meet a boy in anything but a romantic or potentially romantic situation," she said. "A Wellesley girl is very lucky if she knows even one boy as a friend instead of as a boyfriend. But now I feel I have ten brothers at Yale."

Some Wellesley girls, such as Ann-Marie Connolly '70 and Kay Hill '72, helped Yalies circulate petitions asking for the admission of 500 women to the class of 1973. "I'm all for it," said Ann-Marie, "but you'd be surprised at the number of Yalies who wouldn't sign it." She said the reason was that the petition assumed that 500 fewer men would be admitted in the class, and Yale students objected to that.

"But I don't think a Harvard-Radcliffe arrangement is good enough," she said.

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SDS MEETING

1. SDS DISCUSSION OF SANCTUARY AT MIT

The values and defects involved in that event — both as specifically related to Mike O'Connor's stay at MIT and to the broader questions of sanctuary anywhere — will be discussed and analyzed. Thurs., Nov. 14, at 10 p.m. (after draft project meeting) in Tower Court Living Rm.

2. MEETING TO DISCUSS PROGRAM AND (RE)STRUCTURING OF SDS

All with ideas and enthusiasm are invited to this planning meeting. Sun., Nov. 17 at 8 p.m. on 4th floor, Tower Court East.

3. GENERAL MEETING OF SDS

Everyone Interested in hearing new plans, in joining committees, or in getting a first hand knowledge of what's happening is invited. Mon., Nov. 18 at 7:15 p.m. in 100 Billings.

Poverty, Law Seminar Investigates Boston

by Lindsey Miller '69

The political science seminar on poverty and the law has not met for the past five weeks. Instead, its seven members have been working on projects of their own in poverty areas in Boston. The group will meet again in December for reports on the different studies.

Poverty law, as it is often called, is so new that Miss Aloa Evans, professor of political science, felt that students would benefit from working directly with legal problems in poverty areas.

Target Areas

"The Federal government's War on Poverty got underway four years ago. One of the original projects of the Office of Economic Opportunity (OEO) was neighborhood law offices," explained Miss Evans.

"Since then there has been a rapid development and definition of this phase of the law. For the first four weeks of the course, we did intensive reading in the field in law review articles and also reports from conferences such as those sponsored by the Department of Justice, Harvard Law School, and the UCLA Law School on the subject," she said.

Inside Job

Two members of the seminar, Chris Olson and Leslie Reid, both '69, were already involved in questions of poverty and the law this summer. Both were Washington interns on the Wellesley-Vassar program and worked in the legal service office of OEO.

Leslie is turning her focus this fall to the question of law enforcement and police-community rela-

tions. She and Ann McCullough '69 are trying to get inside the Boston police force. They have talked with the police's legal advisor as well as some of the new community service police officers.

Jails and Bail

Linda Gibson '69 combined politics and political science in her project. She did research about the Charles Street jail on behalf of John Sears, who was running for re-election as sheriff of Suffolk County. She talked to guards and other jail officers about problems of bail and also the high rate of escapes from this jail. For the weeks following Sears' unsuccessful campaign, Linda has turned her focus to another problem — the rights of the mentally ill.

Other members of the seminar are Jan Krigbaum, Debby Bowe and Sue Kagen, all '69. Each of them is taking the seminar as a follow-up to Miss Evans' course on law and the administration of justice.

To Be Continued

The independent field work seems to be working very well," said Miss Evans. "When we first offered this seminar three years ago in the third term, we found that six weeks was not sufficient time to do both the reading and the research.

"Usually, seminar topics alternate from year to year. Last year, when the course was not offered, two girls took up the topic as a 350 project," she explained. "Because of the interest and importance of the legal problems of the poor, we hope to offer this course on a continuing basis."



Archaeologists End First Season
Wellesley's archaeologists excavate a trench at the old paint factory. Finds included multi-colored lumps of paint, small bottles and bits of glass fused together by fire, and metal barrel hoops. One of the most remarkable finds, two intact wine bottles, was made on the second day of digging. On the last day of work, it was discovered that the bottles, left in situ, had been removed by an unknown "treasure hunter." The group asks that the "borrower" return these priceless objects to the art department.
photo by Mrs. Emily Vormeulo

Instructor's Father Gains Nobel Prize

Dr. Louis Alvarez, winner of the Nobel Prize in physics, is the father of Miss Jean Alvarez, instructor of physical education at Wellesley.

Dr. Alvarez was awarded the prize for his work in the technique and observation of the bubble chamber.

He received degrees from the University of Chicago and did further work at MIT. He has been at the University of California at Berkeley since World War II, and has been director of the Lawrence Radiation Laboratory there since 1959.


Motion of Particles

Dr. Alvarez began working on the bubble chamber in the early sixties. The chamber consists of a tank of liquid hydrogen, in which particles leave a trail of bubbles. These are studied with high speed cameras, and by the way particles bounce off each other it is possible to tell what was in the tank. Particles with trails lasting a few billionths of a second have been discovered.

Looking for Untouched Chamber

In another project, the physicist is attempting to use cosmic rays to find a chamber in one of the Egyptian pyramids.

He believes that a chamber in the second pyramid, found bare, was left that way as a decoy. It is in the same place as the burial chamber of the Great Pyramid. Dr. Alvarez believes that no man would watch his father's pyramid being built and then make his pyramid a maze of rooms and passages the same. He thinks that the burial chamber is intact and is trying to find it.



Wellesley College
Notepaper
by

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Library Plans Building Expansion

Miss Helen Brown, Wellesley College librarian, announced this week that plans are underway to provide for an extension to the library building.

According to Miss Brown, the

Board of Trustees voted at its October meeting to "assess priority to the future extension," and directed the library to begin planning.

"The most immediate problem is that we need space to shelve our books," commented the librarian, noting that books are being added at a rate of twelve hundred a year. She cites a lack of seating space as another reason for expansion and hopes there can be more carrels for teachers and students doing honors work.

Miss Brown remarked that the major task of the library staff is "to seek cooperation of faculty and students in developing a program of services." To this end, an SEC subcommittee and library staff members will compile a simple questionnaire for distribution between Thanksgiving and Christmas. Students interested in working with this committee should sign appropriate lists in the dormitories.

MIT Committee Links Activities

The Wellesley-MIT Coordinating Committee, which seeks to coordinate social, extra-curricular and academic activities between the two schools, is divided into five areas.

Co-directors Suzanne Salomon '69 and Ellen Hazlehurst '70 are responsible for the academic considerations; their fellow-director Liz Rodgers '69 handles extra-curricular activities from the Wellesley side. Martha Morrison '70 has taken charge of publicity for the committee and its functions. Tickets and the use of facilities comprise the domain of Carol Randolph and Connie Snow '70 handles the social side.

The committee has contact with MIT students and works as a channeling device for information and coordination of activities and special events.

Dorm reps for the Coordinating Committee are Wendy Reuter '69, Bates; Bev Wright '70, Beebe and Cazenove; Kathy Sheehan '71, Claflin; Joann Lawless '71, Davis; Connie Snow '70, Freeman; Sukl Penson '70, McAfee; Marlon Vennstra '70, Munger; Marty Hunter '70, Pomeroy; Barb Baumberger '70, Severance; Penny Lesser '70, Shafer; Carol Stewart '71, Stone; Martha Morrison '70 TCE; and Carol Randolph '71, TCW.

The faculty members elected to the Structural Revision Committee are Mrs. Ellen Haring, professor of philosophy, Mrs. Mary Lefkowitz, assistant professor of Greek and Latin, and Mr. Owen Stratton, professor of political science.

MUGS, MUGS, MUGS

The senior class is selling Wellesley mugs for the benefit of the proposed summer Upward Bound program at Wellesley. Senior dorm reps are taking orders for the mugs, which cost \$4.50. This is the first in a series of fund-raising projects which the class decided to undertake at a class meeting last week. According to class president Wendy Judge, the success of these efforts will help indicate student support of the Upward Bound program.

Boston Families Adopt Foreign Students

by Sherry Stanton '72

Every foreign student receives a special welcome when she first arrives at Wellesley. Her alumnae host family, a family from the alumnae group of the Boston Wellesley Club, usually is the first group of people she meets on arrival in the United States.

According to Mrs. Carl E. Johnson, chairman of the Foreign Student Committee of the Boston Wellesley Club, the program originated in the early '50's. At that time, the alumnae were interested in Korean War Relief, and then extended their program to the College.

Special assistance was given to Korean students at Wellesley, while the group eventually turned more and more of its prior activities — to other organizations and committees. Today, the Foreign Student Committee devotes itself to finding an alumnae family for each foreign student who arrives at Wellesley.

Selecting a Student

Several steps are taken by the volunteer families in their selection of a foreign student. Working with Miss Elizabeth Blake, Foreign Advisor, the biographies, interests, and likes and dislikes of each incoming foreign student are discussed with volunteer families.

Those that have visited certain countries or those that speak particular languages may select foreign students best suited to their situation. For the most part, Mrs. Johnson notes, "we have to play it by ear."

As soon as the host families know the names of their host students, the families contact the girls. The students are invited to arrive early, before college opens, to visit with their host families and stay with them for several days.

Numerous Activities

Host families participate in many different activities with their host students. Activities often include visiting the campus prior to opening day at Wellesley, shopping in Boston and local towns, and meeting the other foreign students at the acquaintanceship tea held for new students. Many others take into account Boston Pops concerts, the Boston Symphony, or pot luck suppers for new students.

Janny Lang, a student from Hong Kong, arrived early in August when her host family, the Whitneys, were on vacation.

The Joyce Family took her in for six days until the Whitney family returned. The Joyces showed her around campus and took her swimming and boating on the lake.

With the Whitneys she took a bus trip along Boston's "Freedom Trail," viewed Boston from the top of the Prudential Building, ate in

Chinese restaurant in Boston's Chinatown, and visited Long Lake, New York for a weekend vacation.

Relevant Discussions

Francoise Gresser, a student from Paris and a graduate of the Sorbonne, is hosted by the Griffin family of Weston. Both of the Griffins are educators, and Francoise enjoyed talking with them and their friends about the differences in European and American schooling. With the Griffins, she attended a UN dinner and was able to meet other foreign students at the internationally attended event.

She spent last summer traveling, and returned to show the slides she had taken in Mexico to her host family. Francoise noted that she received a letter from the Griffins in February "welcoming me to their home as mine also."

Diana Tejera, from Wellesley from Caracas, Venezuela, arrived a day early by plane and was unable to contact her host family, the Joyces, about her premature arrival. When she finally arrived at their home, 2 a.m., they took her right in, gave her a room, introduced her to the family, and invited her to stay for several days. With the family, Diana shopped and visited an American apple orchard.

Of course, each family may form as strong a bond as it wishes with its foreign student. And Mrs. Johnson, who says that "many host families are the first to attend graduation and weddings," notes that for many girls, a very strong lasting friendship is established between them and their Wellesley alumnae families.

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Dean of Students Defines Role Stresses Wider Responsibility

by Mary Enterlin '70

"Now I try to spend at least half of my time working on restructuring and planning. I have to fight to do it, but I think it's very important to plan for the future in a positive way," commented Mrs. Joann Melvin when asked about her functions as Dean of Students.

Mrs. Melvin stated that the part of the restructuring of the dean's office which most affects students is probably "that we no longer have a director of residence but an assistant dean instead." "It's an attempt to draw residence more into the academic area," she continued. "We think residences should be academic centers." The residence committee includes three house presidents, the chairman of the house, Mrs. Melvin, and Mrs. Margaret Marsh, assistant dean of students.

Changing College Scene

According to Mrs. Melvin, they "try to look at the residence system in light of the changing college scene, to make the residence system and the job of head of house of most use to the students and most efficient in these times." As an example of how the committee has removed useless jobs and added more necessary ones, Mrs. Melvin states that the heads of house no longer need to keep frequent-absence charts, in light of "ever calendar days and less-limited overnights."

In the academic sphere, Mrs. Melvin is continuing as dean of the class of 1970, but she noted, "I have a broader responsibility to the College." Her responsibilities include membership on the May 8 Committee; the administrative board which is in the process of working out a leaves-of-absence policy; and the scholarship committee which is studying work-scholarships.

In addition, she is considering "adjustments to be made in the dean's office as we bring in the midlevel qualified students." "Our aim," she stated, "is to have a special director for the program."

Available Advisers

Also involved in an on-going review of the advising system, the dean commented, "We want to make as many kinds of advisors as possible available. Once advising was easier; you just asked a girl if she'd read the rules or if she had filled the requirements, but you never really had time to help all students to face the real problem of education, to express their potential, and this is what we'd like to be able to do."

"I consider myself the students' dean and want to be available to them. Although my title is a dean of students, the idea is sometimes lost," Mrs. Melvin stated. Calling contact with students "my life blood," she explained, "Whenever I'm depressed, they bring me back

to life."

Mrs. Melvin tries to eat in the dorms as often as she is invited, and she holds open house in her office from 11:30 a.m. to noon, Mon. through Thurs. each week.

POETRY CONTEST

The sixth annual Kansas City (Mo.) Poetry Contests, offering a total of \$1,900 in prizes and publication of a book-length manuscript, have been announced by Hallmark Cards. One of four sponsors, Hallmark will offer six \$100 cash awards for single poems by full time college and university students in the United States. In addition, the Devins Memorial Award offers a \$500 advance on royalties for a book-length poetry manuscript to be published by the University of Missouri Press and the Kansas City Star offers seven \$100 prizes for single poems. The fourth sponsor is the family of H. Jay Shark, a Kansas City patron of student writing, which will award four \$25 prizes for poems by high school students of Missouri and bordering states. The deadline for submission of entries is February 1, 1969. Complete contest rules may be obtained by sending a stamped, self-addressed envelope to: Kansas City Poetry Contests, 8201 Holmes Road, Kansas City, Mo. 64131.

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Now Speak Aloud...

(Continued from page 3)
there is no place for such a college in today's world. As evidence that Wellesley (Olde? Newe?) has "appealing features," Mr. Lester uses the fact that not all students transfer. It doesn't take a psychologist to know you cannot conclude, just from the observation that a person remains in a given situation, that he therefore finds that situation an "appealing" one. The motivation of behavior is much more complex than that, and, of course, such a statement ignores completely the powerful role of such variables as social constraints in determining behavior.

Even more important than questions regarding the validity of Mr. Lester's psychological assumptions, though, are questions regarding the advisability of his proposed course of action. My understanding of his proposal is that we must, before we can proceed with meaningful change, agree on "an idea of what Wellesley College is and what it should be." The question of what Wellesley is and what it should be is indeed an important question which should concern all of us much of the time. However, it is a

question to which there is no single answer; and there is no more effective way to stop all social change than to require that we find "the" answer, that we reach a consensus on utopian goals before we proceed. I think my own disagreements with Mr. Lester's utopia, documented above, are evidence that such a consensus is impossible.

Let me end this letter with a somewhat impassioned plea directed to both students and faculty: Yes, let us always continue to worry about our goals for the College, to discuss them and even to fight about them; but let us never delude ourselves that we are going to find "the" goals on which we will all agree. And, most important, let us not abandon our dedication to bringing about the kind of reasoned change at Wellesley (including those changes which Mr. Lester classifies as "trivial") which are already making this College a more relevant, exciting, and rewarding place to be.

Sincerely,
Patsy H. Sampson
Assistant professor
Department of psychology

Marat-Sade Casting...

(Continued from page 1)
munkations at Boston University. Joe Taylor, Harvard '71 is Mlle. Coulmier's escort, and John Tucker, Tufts '72 plays de Sade's page.

Although there are several solos and the whole chorus joins in several songs, most of the musical load is carried by the Four Singers. Rozali Karefa, an unclassified student at Wellesley whose home is in Switzerland, plays Rossignol. Curucueu is Dave Cookly, senior English major at Stonehill College who in addition to much college theatre, has done stock work with the Penn State Festival Theatre. Ellen Schwartz '71 is Polpoche, and Michael Zellik, graduate student in astrophysics at Harvard, is Kokol. Mr. Zellik has worked with both the Princeton Triangle Club and the Theatre Intime as well as the Harvard Drama Club Summer Players. Cheryl Black '69 will act Madame Coulmier, and Marele Kaplan '71 plays her daughter. Nursing Sisters are Frances S. Boches '72, Mary Guarachi '72 and Evangeline Morphos '71.

Inmates who assume a variety of small roles include: Susan Alexander '69, Sally Phelps '72, Lucinda Merry '71, Marcy Barack '71, Gina Burnetts '69, Ellen Kaufman '71, Diana Seully '71, Karen Dubinsky

'72, Shirley Brown '72, Elizabeth Koebel '72, Ellen Katz '71, and Ellen Armstrong '70. Some are veterans of several Wellesley College Theatre productions while for others this will be the first experience on the Alumnae Hall stage.

Music composed by Richard Peaslee for the original London production will be played by eight instrumentalists who also function as inmates of the asylum. Five sophomores, Lyn Talum, Cheryl Chevins, Margo Davidson, Lin Tucker and Rhonda Whitbeck, are sharing the duties of stage-management.

Performances of Marat/Sade, will be in Alumnae Hall, at 8 p.m. Dec. 6 and 7. Eric Levenson, Design Director of the Wellesley College Theatre, has designed the bathhouse setting. Ticket prices are \$1.00 for Wellesley College students, and \$1.50 for others.

Dorms Display Original Artwork

by Sherry Stanton '72

The Friends of Art at Wellesley is a group, started five years ago, which defines its purpose as furthering the interests of the art department, the museum, and the art library in a variety of ways.

Today, the program is well organized with co-chairmen and committee members in addition to achieving membership of 500 Friends. Both alumnae and non-alumnae may join; membership is \$10 annually. Mrs. Stanford Anderson (Lillian Armstrong '58) and Nancy Angell Streeter '50, co-chairmen of the program, work closely with Mrs. Franklin Robinson, museum director. Miss Jean F. Wells '59, program director at the College, and Patricia Bakwin Seich '51 are

instrumental members of the Friends of Art organization.

Dormitory Art

However, the committee of most interest to the majority of Wellesley students is the Dormitory Art Committee. Mrs. Seich, chairman of the committee, works with a group of student representatives from various dormitories. These girls, Jane Kuzmick '69, Laura Kemper '70, Kathleen Snow '69 and Deborah Gribbon '70, help with the selection of works from the Dormitory Art Storeroom in McAfee each fall. Their job is to determine where works will be hung for the coming academic year.

The collection includes pieces from many different art media—watercolors, etchings, oils, and sculpture. While many of the works are gifts or loans, several have been purchased from a limited fund provided by the college. This year, four dormitories—Cazenove, Pomeroy, McAfee, and Freeman—display works from the Friends Collection. Artists represented include Levine, Geobbi, Venay, Slaek, Pugliese, Grazziani, and King.

It is hoped that encouragement from students and faculty will increase the collection, so that eventually, all dormitories may display works from the rotating collection.

In addition, the Friends of Art sponsors major exhibitions at Jewett as well as lectures and gallery talks.

The Reader Writes...

(Continued from page 2)

tion can allow itself to be harassed and bullied into making far-reaching decisions until all concerned faculty as well as students—have had a chance to make their views known. And that takes time and thought.

I hope that I will not be accused of eliding past achievements in order to divert attention from current problems. The News atack addressed itself to the record of the past three years—and on this I, in an effort to set that

record straight. I firmly believe that the cause of justice cannot be served by falsehood and misrepresentation, nor educational progress furthered by fostering suspicion and mistrust among the members of this community. I much admire the crusading fervor of the News staff, but I hope that in future its concern for truth will equal its capacity for righteous indignation.

Sincerely,
Eugene L. Cox,
Associate professor
of history

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